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The transition to more connected discourse in the present volume has been well made. One misses the more dramatic effect of *The Tree-Dwellers*, but the new story holds the attention and both children and adults are found to be unwilling to lay it down until they get through the "next chapter." It will take time for the point of view here represented to lead in schools, and other types of material will need to be employed in the same way that has been used here. In the meantime it is interesting to notice the appeal that the books are making to children on their own merits, quite apart from school use. They seem also to have a function for older pupils; for instance, in one of the leading settlements they were found to be well adapted for club work and in a technical school after the first show of resentment against "baby books," the girls came through them to an appreciative study of industrial problems. A very capable modern-language teacher in Europe is planning to use them as English reading material for German and French children—the combination of simple vocabulary and construction with interesting, instructive, and substantial thought material would seem to promise success in this undertaking as well. In our search for means of moral instruction the natural development shown through invention and general increase of control would seem of much greater value than the direct application methods or such lessons as Mr. Thompson-Seton's *Natural History of the Ten Commandments*.

FRANK A. MANNY

Examining and Grading Grains. By THOMAS LYTTLETON LYON, PH.D., and EDWARD GERRARD MONTGOMERY, B.S.C. Chicago: Ginn & Co., 1907. Illustrated. Pp. 101. \$0.60.

This book is a laboratory manual, including a series of exercises in field crops, to be used by students in agricultural colleges. Careful studies are made of wheat, corn, oats, barley, hay plants, with a chapter on seed-testing. A classification of the species of each crop is given with a detailed study of the characters used in testing, grading, and judging the crop commercially. Some attention is also given to variations in treatment for common diseases.

No attempt has been made to discuss the methods of teaching, but the authors have prepared a separate pamphlet containing many practical suggestions on collecting materials and teaching which can be had from the publishers.

SCHOOL OF EDUCATION
Chicago

BERTHA CHAPMAN

The Ifs of History. By JOSEPH EDGAR CHAMBERLAIN. Philadelphia: Henry Altemus Company, 1907. Pp. 203.

This attractive volume will doubtless prove particularly welcome to those educators who believe in "training along the lines of least resistance." It is much easier for the pupil to guess at what might have happened than to attempt seriously to find out what actually did happen. The work is written in an entertaining style. That he may arrive at the proper dramatic climax the author does not confine himself to simple facts in his statement of historical conditions. It would be wearisome, and would spoil the romantic flavor of the book, to point out all the technical inaccuracies in the different chapters. The author writes with a charming disregard of all probabilities, and limits his speculations by possibilities only.

S. E. THOMAS

CHARLESTON, ILL.